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# Inclusive Practices in the Virtual Learning Environment

LCPS SEAC Meeting  
Sept. 9, 2020



Virginia Department of Education (VDOE) Region 4 Training & Technical Assistance Center (TTAC) at George Mason University  
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## Learning Intentions

- Increase understanding of inclusive practices in the virtual learning environment and resources to support them, including
  - Learning at Home
  - Universal Design for Learning (UDL)
  - Specially Designed Instruction (SDI)
  - Getting Back and Staying on Track



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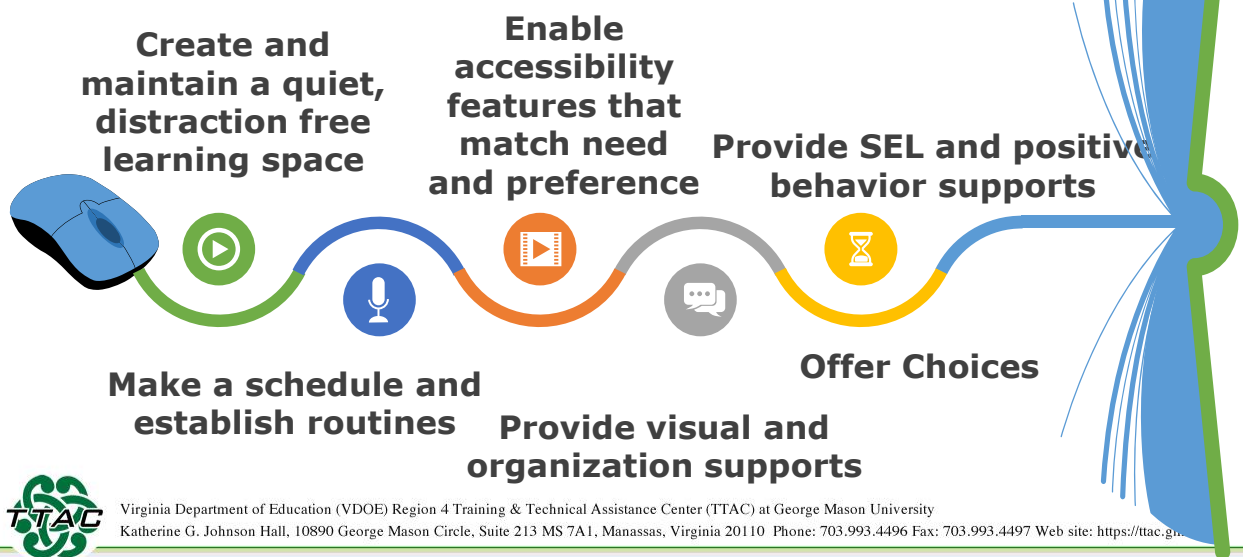


# Learning at Home



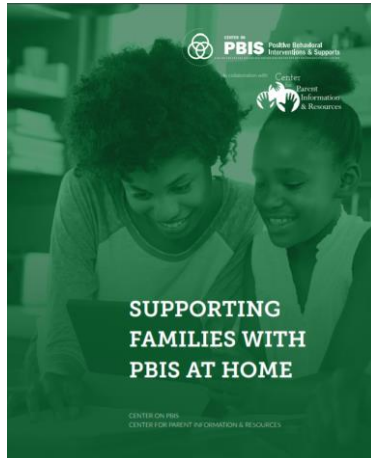
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## Virtual Learning Family Supports



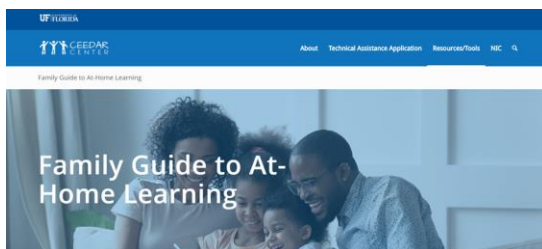
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# SEL and Behavior



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# Family Resources



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# Universal Design for Learning (UDL)



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## What is UDL?

- Universal Design for Learning (UDL) is a framework for instructional planning and decision-making
- UDL meets the varied needs of each student by providing flexibility in the ways students access material, engage with it and show what they know



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## Virtual Learning UDL



- Posting and sharing information
- Recordings
- Notetakers
- Accessibility
- Multiple representations
- Multiple expressions
- [Understood.org](https://understood.org)



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## Inclusive Lessons Accessible to All



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# Scaffolded Supports

- Explicit instruction
- Small bits of new information with practice opportunities after each
- Guided practice
- Modeling
- Paraphrasing
- Screen sharing
- Sentence starters, word banks
- Recorded text, partner reading

[Edutopia](https://edutopia.org/)



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# Low Tech At-Home UDL



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# Peer Engagement

- Synchronous small group instruction and peer collaboration
- Asynchronous peer collaboration, chat groups, discussions to process content away from class
- Extra-curricular groups/clubs extend social interactions beyond scheduled instruction

## • [TIES Center](#)



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# UDL Resources



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# Specially Designed Instruction (SDI)



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## What is SDI?

Specially Designed Instruction (SDI) is “adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child’s disability and to ensure access of the child to the general curriculum...” 34 CFR §300.39(b)(3).



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## SDI Across Settings

- Individually designed for a student who has an IEP to help make progress on grade-level standards
- Supplemental to the general education instruction
- Delivered through adapted content, instructional techniques, increased frequency of opportunities for feedback and practice, and increased intensity
- Provided by general and special educators
- Inclusive of individually identified skills that help a student access the content (e.g., behavior goals)



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## SDI at Home

- Customized written directions or picture supports
  - Symbol systems, tactile supports, graphic organizers
- Individualized behavior plans/SEL strategies
- Individualized introductory lessons
- Skills priming before a lesson
- Teacher office hours for family consultation
- Co-taught synchronous classes



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## Accommodations

- Review accommodations currently documented in the student's IEP, including any assistive technology (AT) supports, and determine how those needs will be addressed through virtual learning.
- Identify any new accommodations and AT supports the student may need in order to benefit from virtual learning and develop a plan for access with the student and family



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## High Leverage Practices

- High Leverage Practices (HLP) in Special Education support educators with designing and delivering effective instructional practices for students with disabilities in grades K-12
- HLPS ensure all students have increased opportunities to succeed

[High Leverage Practices in Special Education](#)



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## HLP 19 Use Assistive and Instructional Technologies

Teachers select and use augmentative and alternative communication devices and assistive and instructional technology products to promote student learning and independence. They evaluate new technology options given student needs; make informed instructional decisions grounded in evidence, professional wisdom, and students' IEP goals; and advocate for administrative support in technology implementation. Teachers use the universal design for learning (UDL) framework to select, design, implement, and evaluate important student outcomes.



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## Virtual Learning Accommodations



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# HELP!

## Video and “How-To” Resources



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## Getting Back on Track

- Identify the main goal or purpose of the assignment
- Increase interest in the topic
- Provide choice
- Break bigger or longer tasks into smaller chunks
- Make and post a list of “unstuck” strategies that work
- Communicate what is working and not working with teachers
- [TIES Center: “Unstuck”](#)



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# Virtual Help for Families



National Center on  
**INTENSIVE INTERVENTION**  
at American Institutes for Research ■



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# Online Modules and Webinars



WEBINARS



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# Success Criteria

In response to this learning opportunity, I can access resources and partner with school personnel to:

- Create and maintain a predictable learning environment at home
- Maximize UDL in the virtual learning environment
- Maximize SDI in the virtual learning environment
- Problem solve to get back on track when things go wrong.



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# Handouts

Virginia Department of Education Training & Technical Assistance Center  
George Mason University

**Resource Spotlight**  
A resource used to support virtual professional learning for educators, parents, and families

**Inclusive Practices for Virtual Learning**  
LCPS SEAC, 9/9/20

Learning at Home

**Supporting Families at Home with PBIS**  
PBIS Guide provides recommendations for families and caregivers on how to use PBIS to continue to support their students' social and emotional growth and minimize behavioral disruptions in the home.

**VDOE SEL Guide for Families**  
VDOE guide to support families in providing a safe and supportive environment, encourage emotional regulation, and strengthen relationships while children are learning at home

**CEEDAR Family Guide to At-Home Learning**  
CEEDAR guide provides families practical reading, math and behavior strategies for at-home learning

**IDEAS that Work**  
Evidence-based and promising practices to support continuity of learning for students with disabilities

**Universal Design for Learning**

**TIES Center** (The Inclusive Education Center)  
[UDL Ideas to enhance virtual lessons](#) and ideas to promote [peer engagement](#)

**Eduplanet2**  
List and examples of scaffolded supports

**CAST Center**  
UDL website for instruction across all settings, including [virtual Education Modified](#)

**Understood.org**  
Low-tech UDL strategies for families to support at-home learning

**UDL ideas for multiple means of representation and expression**



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# Thank you!

Karen Berlin,  
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Please visit: [TTAC Online](#)  
and [Virginia Family Special  
Education Connection](#) for  
more excellent resources!



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